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FULLERTON COLLEGE COSMETOLOGY CURRICULUM MANUAL

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Connie Chacon Lopez
September 2004

FULLERTON COLLEGE COSMETOLOGY CURRICULUM MANUAL

A Project

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Connie Chacon Lopez

September 2004

Approved by:


Joseph A. Scarcella, Ph.D., First Reader

5/21/04
Date


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ABSTRACT

The Cosmetology Program offered at Fullerton College will benefit with a manual that will support the course study. This will assist the Instructor of Cosmetology to prepare the students for licensure requirements and competitive marketable skills. Fullerton College is uniquely positioned to assist in preparing this workforce. Its curriculum must maintain pace with industry needs. Research indicates instructors must incorporate cognitive, psychomotor and affective domains.

The program requires 1600 hours of theory and practical instruction. Students may enroll in five consecutive segments for degree credit.

After graduation, students must take a state licensing examination, that shall include both a practical demonstration and a written or computer based test and shall embrace the subjects taught. Earnings may vary widely from area to area, but usually average about \$20,000 and reach \$50,000 for experienced professionals. California's economy is dependent upon the reliability of a skilled and competent level workforce. The skills and competencies for this course are based on the recommendations of the Fullerton College Cosmetology Department Advisory Board.

ACKNOWLEDGMENTS

My journey towards achieving my Masters of Arts Degree in Education has been a life long dream and goal. Two very special persons have directed me to the path of making my dream a reality. I would like to extend my sincere appreciation to Dr. Joseph Scarcella, Ph.D. who has encouraged and inspired me with his knowledge and sincere concern for his students. I would also like to thank Tim Thelander, who has shared his computer expertise unselfishly, and I am exceedingly grateful to him. And finally, I would like to acknowledge my gratitude and admiration to my friend and colleague Rosa Molina, who has shared her time, energy, support and knowledge unselfishly as we both followed in our shared path in completing our dreams and goals towards completing our graduate thesis.

DEDICATION

This manual is dedicated to my husband Joe, who has always been a source of inspiration and support with his encouragement and love. His belief in me has encouraged me to "expand my horizon" and realize my full potential. I will always be grateful for his continued patience and understanding throughout the years.

The two other special persons that I would also like to dedicate this manual to my daughter Sonja and my son Vince. Sonja you have taught me to set high standards and goals by your example. Vince, you have shared your computer expertise which has made this project a reality.

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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One present an overview of the project. The purpose of the project discussed followed by the context of the problem, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Purpose of the Project

The purpose of the project was to develop and reinforce a modernized standard 1600-hour core curriculum that will assist faculty at Fullerton College's Cosmetology Department. This curriculum may provide invaluable information and instruction for preparing the students for licensure requirements in the state of California and competitive skills in the cosmetology industry. The focus of the project will develop high-level knowledge and skills by incorporating cognitive, psychomotor and affective domains for attaining a culminating educational experience for students, rather than to simply focus on entry job level skills. A sample

project is included to assist the instructor in project preparation.

Context of the Problem

The context of the problem was to address the need to reinforce and upgrade the cosmetology curriculum at Fullerton College. This curriculum must meet the changes within the industry, state licensure requirements, and upgrade the standards that are required for competent cosmetologists. There have been many changes in the industry and the present state requirements have not kept pace with these changes and for licensure we must follow these guidelines. Graduates are at a disadvantage to meet current industry needs with outdated curriculum, testing requirements and procedures that limit students for entry-level jobs. The Bureau of Barbering and Cosmetology is in need of upgrading testing requirements and procedures to advance the standards and meet these needs. Workers today need to know how to solve problems, communicate and work with others, be creative in dealing with customers, and use computer technology (Bottoms, 2000). The Fullerton College Program aims to provide students these skills in order to be self-reliant and become productive members of society. A standardized core

curriculum must maintain pace with the cosmetology job demand within the professional salons and chain salons as noted in the June 2003 NACCAS report.

Significance of the Project

The field of Cosmetology is in need of a standardized core curriculum, which will prepare the student for the California State Board of Cosmetology licensure, become a lifelong learner and continue to upgrade their skills. It will incorporate methods to assess and evaluate student progress with basic and advance skills in cosmetology. This curriculum will also provide the objectives that the cosmetology field demands for a successful career by creating high-level knowledge and incorporating cognitive, psychomotor and affective domain instruction. The primary objective was to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace (SCANS, 1991).

This manual will also provide faculty with information and continuity within the program that will provide the learner with an educational environment that will be conducive to achieve desired success.

Assumptions

The following assumptions were made regarding the project:

1. It is assumed that this project will be used by other schools throughout the State of California to prepare cosmetology students.
2. It is assumed that a standardized core curriculum is needed for licensure and that it will assist the instructor for program presentation.
3. It is assumed that the objectives and skills as presented are applicable to the industry.
4. Foremost, it is assumed that this curriculum may be used by the California Board of Barber and Cosmetology Program to upgrade their licensure requirements that is desperately needed to meet current industry demands.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. It will provide a manual to be used by other schools throughout the State of California to prepare cosmetology students.
2. The cosmetology curriculum was developed to meet and upgrade the requirements of the California State Board of Cosmetology licensure to cope with changing workplace demands.
3. It will provide a manual for the instructor to incorporate advance training into the curriculum, high - level knowledge, skills and life long learning into the program.
4. It will provide a method to assess objectives and skills for a successful career in cosmetology by incorporating the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991)

Delimitations

The following delimitations apply to the project:

1. The curriculum may be used by any program teaching cosmetology.
2. Any curriculum may provide and incorporate advance training.

3. Any instructor teaching or planning to teach cosmetology will incorporate this resource book the program.
4. Any cosmetology program may provide a method to assess objectives and skills.
5. Any curriculum may update individual's skills to meet current standards by incorporating the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991).

Definition of Terms

The following terms are defined as they apply to the project:

Affective Domain - deals with attitudes, values, feelings, and emotions (Bott, 1995).

Barba - the term barber is derived from the latin word barba, meaning the beard or the hair of the beard (Milady's, 2003).

Barbering and Cosmetology Act - the laws which govern student practice and all licensees of the Board of Barbering and Cosmetology (Consumer Affairs, 2002a).

Barbering and Cosmetology Legislative Alliance (BCLA) - is a coalition of consumers, barbers, cosmetologists, electrologist, estheticians, manicurists,

distributors, manufacturers, salon owners, public health officials, and public and private educators (Barbering and Cosmetology Legislative Alliance (BLCA, 1997)).

Barbering and Cosmetology Rules and Regulations - the business and professional Code Section 7301 - 7315 regulating the California barbering, cosmetology, electrolysis, and specialty branches within the practice of cosmetology of skin care and nail care (Consumer Affairs, 2002c).

Bureau of Barbering and Cosmetology - composed of board members and state examiners that prepare and conduct examinations, grant licenses, inspect and regulates schools and salons to see that certain physical standards are met, investigate consumer complaints, and conduct hearings (Milady's, 2003).

California Board of Barber and Cosmetology - is a consumer oriented agency that serves as the principal body to maintain high education, health, and safety standards for the barbering and cosmetology professions. The board sets standards for basic education, licensing, and maintaining client protection (BCLA, 1997).

Cognitive Domain - deals with knowledge and intellectual learning (Bott, 1995).

Cosmetology - the art and science of beautifying and improving the skin, nails, and hair and the study of cosmetics and their applications (Milady's, 2003).

Cosmetology Performance Criteria - is a tool that should be used as a guide to establish standards for the State examination process (Consumer Affairs, 2002b).

Cometologist License - renewable every two (2) years. Each license expires two (2) years from the month that the license was originally issued (Consumer Affairs, 2002c)

Curriculum - the sum of the learning activities and experiences that a student has under the auspices or direction of the school (Finch & Crunkilton, 1979).

Curriculum Development - a process involving a group of teachers writing objectives for use in their course and, perhaps other teacher's courses (Finch & Crunkilton, 1979).

Department of Consumer Affairs - governing agency that oversees licensing programs to ensure that they are consistent with consumer protection (Consumer Affairs, 2001).

Disinfection - The process of destroying harmful bacteria, viruses etc. In the cosmetology field, disinfection

is required for all come in direct contact with the consumer (Consumer implements which Affairs 2001).

Establishment License - All premises which offer either barbering or cosmetology services to the public must have an establishment license. All persons working in this establishment must have their own technician's license; however, the establishment only needs one license no matter how many technicians actually work there. An establishment license must be posted along with the Health and Safety rules in public view. This license must be obtained before opening an establishment. This license is not transferable from one location to another or from one owner to another (Performance Criteria, 1993).

Licensed Cosmetologist - an expert in cosmetology; a hair designer, beautician, stylist, or hairdresser, has completed a local, government-regulated number of hours of study (usually from 1,000 to 2,100) and has successfully passed a written and/or practical exam. There are approximately 200,000 salons in the U.S. at which the licensed cosmetologist can find employment (Salon Fundamentals, 2001).

Material Safety Data Sheets - The primary source of information describing the hazardous properties of

each chemical product used in the profession. It contains information on potential health hazards, proper handling of the chemicals and disposal methods, as well as, emergency first-aid procedures. The MSDS is the tool that will help hair, skin, and nail care professionals work safely in their environment (Performance Criteria, 2002).

People Skills - The Pivot Point CARE program identifies the four basic personality styles. Identifies and demonstrates interpersonal skills in the workplace (Wright, 2002).

Psychomotor Domain - physical skills (Bott, 1995).

Sanitation - The science and practice of effecting healthful and hygienic working conditions. The process of maintaining a clean working environment should not be confused with disinfection process (Consumer Affairs, 2001c).

Secretary's Commission on Achieving Necessary Skills

(SCANS) - The Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high performance economy characterized by high-skill,

high-wage employment (U.S. Department of Labor
Employment & Training Administration, 2004).

Sunset Law - acts to eliminate or dissolve the Board and
its members as the governing body of the Barbering
and Cosmetology programs (Consumer Affairs, 1997).

Organization of the Thesis

The thesis portion of the project was divided into
four chapters. Chapter One provides an introduction to the
purpose of the project, context of the problem, and
significance of the project, limitations and delimitations
and definitions of terms. Chapter Two consists of a review
of relevant literature. Chapter Three documents the steps
used in developing the curriculum. Chapter Four presents
the results and discussion from the project. Project
references follow Chapter Four. Finally, the Appendix
consists of 6 sections. Section 1 - contains the
introduction to the course curriculum. Section 2 - course
curriculum. Section 3 - a course syllabus and a sample
schedule. Section 4 - a sample of homework assignments
presented. Section 5 - contains course projects. Section 6
- contains references for the manual curriculum.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, an overview of the history of cosmetology, defining a career in cosmetology and changes in the workplace, with an emphasis on the requirements and standards of the California State Board of Barber and Cosmetology and upgrading the standards required for a successful career. The subjects examined stressed the need to incorporate SCANS as it pertains to the students. Students must meet the California State Board of Barber and Cosmetology, Fullerton College Cosmetology Department and Fullerton College requirements. The importance of upgrading the Fullerton College cosmetology program to meet the industry needs by conducting yearly advisory committees is also addressed.

This manual is designed to help the instructor and the students follow and maintain the highest standards of training and information that includes basic and advanced theories of cosmetology and its applications to meet industry demands and skills.

History

Cosmetology is a term that comes from the Greek word *kosmetikos* (meaning "skilled in the use of cosmetics"). The Egyptians were the first to cultivate beauty in an extravagant fashion, and became well versed in the art of makeup and hairdressing. Ancient written records tell us that barbers serviced the nobility and priesthood of Egypt over 6,000 years ago (Milady's, 2003). The ancient Egyptians also were the first to wear elaborate hairdos and use cosmetics as part of their personal beautification habits, and in religious ceremonies and when preparing the deceased for burial. Beauty and elements of grooming took on great symbolic significance in many cultures. Military commanders in Egypt, Babylon, and early Rome would spend hours before battle, having their hair lacquered and curled. They dressed their hair for adornment and beautification and for ornamentation during battle. During the Golden Age of Greece (500 B.C.), hairstyling became a highly developed art (Milady's, 2003).

Since the beginning of history, people, has been concerned with the beauty of their hair, skin and, nails. Styles change, but there always will be a demand for creative, artistic and well-trained people in the field of cosmetology. With prosperity and the aging baby boomers

creating a demand for cosmetology services, career opportunities in the field just keep looking better all the time.

Standards

The Board of Barbering and Cosmetology regulates barbering, cosmetology, in California. Anyone who provides hairstyling, haircutting, manicuring, removing unwanted hair or skin care for compensation must be licensed. The Board of Barbering and Cosmetology and its mandatory requirements for licensure exist to benefit the public health, safety, and welfare. These requirements establish the criteria for basic skills, regulates health and safety issues in approved barber and cosmetology schools and salons. Cosmetologist licenses are renewable every two years from the month that the license was originally issued (State of California Department of Consumer Affairs, 2002). Schools preparing students for licensure in California must use these standards established by the Department of Consumer Affairs/Board of Barbering and Cosmetology and empower the students with a solid educational foundation to meet the industry needs. All premises which offer either barbering or cosmetology services to the public must have an establishment license.

All persons working in this establishment must have their own technician's license. An establishment license must be posted along with the Health and Safety rules in public view. This license must be obtained before opening an establishment. This license is not transferable from one location to another or from one owner to another (Performance Criteria, 1993).

The curriculum consists of 1600 hours of basic and advanced theories of cosmetology and its applications that includes the highest standards of problem solving, creative thinking and interpersonal skills to meet the industry demands. The skills employers are said to want are independent of jobs. They include learning how to learn, the 3R's, communication, creative thinking, problem solving, self-esteem, and interpersonal skills. These aspects of skill intersect substantially with those set for the in the SCANS report (1991). These skills reflected education and training, intelligence, quantitative and verbal ability, and ability to interact with people, data and things (Lewis, 1996).

The Board of Barber Examiners and the Board of Cosmetology were established in 1927. The Board of Barber Examiners governed the barber profession, and the Board of Cosmetology governed the cosmetology profession. Assembly

Bill 3008 merged the Board of Barber Examiners and the Board of Cosmetology in July of 1991. The Board of Barbering and Cosmetology (BBC) was formed on July 1, 1992 by the merger. This was the first time in California that two Boards were merged. That law gave the new Board the authority to enforce the regulations of the former Boards until regulations for the new Board was approved. The board consisted of nine members, five of which were public members and four representing the industry. The mission of the Board of Barbering and Cosmetology was to protect the consumers of barbering, cosmetology, and related services by ensuring quality training and timely examination and licensure of qualified professionals, promoting the delivery of quality services by the industry to the consuming public in a healthy and safe environment, and fostering positive communication with the industry and the public. The Board licenses and regulates the practices of barbering; cosmetology; esthetics; manicuring; electrology; barber and cosmetology instructors; and establishments where these services are practiced. The Board also administers licensing examination, establishes regulations, enforces health and safety practices of its licensees, and disciplines licensees in violation of its statutes and regulations. Licensing and health and safety

requirements are enforced by unannounced inspections of establishments and schools (Consumer Affairs, 1995). In July 1997, the governor's office of California passed legislation that abolished, also known as "sun-setting" the Board of Barbering and Cosmetology and transferred the duties, powers, and functions of the board directly to the Department of Consumer Affairs (DCA) and were administered by the Bureau of Barbering and Cosmetology. There was no longer an independent body to make policy and legislative changes concerning barbering, cosmetology, skin care, manicure and the electrology professions. In April of 1996 the DNA suggested the elimination of licenses for salons, instructors, salon inspectors and the mandatory educational requirements for barber/cosmetology school curriculum (BCLA, 1997). A new organization was formed on September 6, 1996; known as the Barbering and Cosmetology Legislative Alliance (BCLA). Major product manufacturers, professional associations, educators, private school owners, labor unions and community colleges representatives united to endorse a sponsoring legislation to delay the July 1, 1997 abolishment "sun-setting" of the Board of Barbering and Cosmetology. In July 1997, the Board of Barbering and Cosmetology was eliminated.

On January 1, 2003, SB 1482 (Polanco, Chapter 1148, Statutes of 2002) reinstated the Board of Barbering and Cosmetology (BBC). Richard Polanco, a California State Senator, took the lead by authoring a Bill (184) to extend the life of the California Board of Barbering and Cosmetology until 2001. The sunset of the Board left the industry without a regulatory body. The Department of Consumer Affairs (DCA) maintained and enforced health and professional standards for consumers and barbering and cosmetology professionals. For years, the cosmetology industry has been safeguarded by state regulations that set standards for owners and operators alike. These standards reinforced the high degree of professionalism and quality care that clients had come to expect. Our knowledge and skill set us apart from department store beauty advisors and drugstore clerks. It builds trust, a trust based on expertise between the cosmetologist and the clients. One thing is certain, that we should not lower the existing education in cosmetology. The regulations must be preserved so that practices never endanger public health and safety. There continues to be a need to upgrade testing procedural requirements for licensing so that we can maintain the highest level of expertise and pursue the latest procedures. "When you less regulate, less educate

or deregulate, you remove the minimum competency requirement," (BCLA, 1997)..

The Board presently consists of seven members, two of which are public members. Throughout the years there were minor changes to the laws of each profession (Board of Barbering and Cosmetology, 2004).

Industry Demands and Skills

During the latter half of the twentieth century, the cosmetology industry has seen growth and expansion unrivaled by any other time in history (Milady's, 2003).

Employment opportunities as a cosmetologist are enhanced by the growing population of adults with higher incomes. These adults have increased the demand for more styling services and a general expansion of the beauty salon industry. Much of this can be attributed to advertisements from the fashion and cosmetic industries towards the baby boomers interested in hair, skin and nail care to appear more youthful and maintaining their health. As long as there are people who want to look their best, there will be a demand for cosmetologist's services. The professional salon industry continues to offer terrific new employment opportunities to qualified job seekers, both experienced and entry-level (NACCAS 2003)).

The world of cosmetology offers vast opportunities to the cosmetologist interested in becoming a haircolor specialist, texture service specialist, wig or extensions specialist, retail specialist, skin care specialist/esthetician, makeup artist, nail technician/manicurist, day spa stylist, salon manager, salon owner, product educator, cosmetic chemist, session stylist, hairstylist for TV, movies, or theater, artistic director, design team member, platform artist, competition champion, educator, writer or a state board member (Salon Fundamentals 2001).

The June 2003 NACCAS reports that this accounts for 24% increase in the number of new salon professionals and 5.6% increase in the overall number of salons since 1999 (NACCAS, 2003).

In 2002, the corresponding yearly full time salaries were \$48,720 for salon owners and \$36,360 for all other salon professionals.

The latest job demand survey illustrates that more than 572,900 open positions were filled in 2002. The supply of incoming new cosmetology students is now increasing for the first time in years. However, it does not keep up with current demand and we are still faced

with a "zero unemployment" factor for independent salons and salon chains today (NACCAS, 2003).

It is now estimated that the salon industry grosses \$56 billion per year. Interestingly, the absolute number of professional salon establishments and the absolute number of salon employees remain consistently much higher than government studies of our industry as cited in the latest Job Demand Survey (NACCAS, 2003).

Salon growth in 2002 indicated that 1,604,502 professionals were employed in the nation's 312,959 beauty salons, barbershops, skincare salons, day spas and nail salons (NACCAS, 2003). The unemployment rate in Orange County remained unchanged at 3.7% between September and October 2003, and below the year ago estimates of 4.3%. Professional and business services posted the largest gain, up 3,800 jobs (California Employment Development Department, 2003). The following information is based from the Orange County occupational projections produced by the U.S. Department of Labor occupational employment statistics for 2002 applying to Hairdresser, Hairstylist, and Cosmetologist.

A. Employment estimates: 330,730

a) Mean hourly wage: \$15.82

b) Mean annual wage: \$32,910

B. Percentile estimates Hourly wage:

- a) 10%: \$6.26
- b) 25%: \$7.22
- c) 50%: \$9.12
- d) 75%: \$12.31
- e) 90%: \$15.82

C. Annual wage: \$32,910

D. Employment: 1,360

(Bureau of Labor Statistics, 2002).

Advisory Committee

The Cosmetology Department of Fullerton College meets on a regular basis with its advisory committee composed of educators, graduates, industry representatives, school owners, directors, professional salon owners, employers of graduates, regulatory agencies, and other industry professionals. The advisory committee also consists of members that concentrate on all aspects of cosmetology and esthetics. The primary purpose is to help students complete the cosmetology program, which will prepare them for employment and further study. Addressing what changes are needed to meet the demands of an economy that prefers workers with the general, high-level academic and career/technical knowledge and skills rather than

job-specific skills (Bottoms, 2000). To identify and prioritize knowledge, skills and abilities and subject matter.

The objective of the committee was also to help the instructor and the students follow and maintain the highest standards of training and information that is consistent with the California Board of Barbering and Cosmetology Program. This includes basic and advanced theories of cosmetology and its applications.

Cosmetologist also need to know how to solve problems, communicate and work with others, be creative in dealing with clients, and use computer technology. Vocational institutions have traditionally relied upon labor market information derived from graduate follow-ups and the counsel of advisory committees to make curriculum and planning decisions. While data thus derived are still of value, it is imperative that these approaches be expanded to include proactive, workplace-based inquiry that provides first hand insight and multiple perspectives regarding technological impact. The "changing workplace" characterized the highest priority information needed by vocational planners as cited in Lewis 1996. The following is a summary of the 2002 and 2003 Advisory Committee

meetings addressing "Employment Skills that they look for when hiring new employees."

1. People/Communication Skills,
2. Professionalism,
3. Self-Motivation and Promotion,
4. Life Long Learning,
5. Industry Savvy: New Trends, Product Knowledge and Retailing of Products,
6. Inter Personal Skills,
7. Maintaining and Attracting new Clientele,
8. Cross-Reference in a Salon With Other Services Provided,
9. Record Keeping and Management Skills,
10. Men's Haircutting,
11. Strengthening School and Industry Partnerships (Wilson, 2002, 2003).

Ultimately, according to Karen Levine and Alan Gelb to achieve these goals, there will be a need to keep track of Seven Guiding Principles (Levine & Gelb, 2003). The following principles are recommended:

1. Become an active listener.
2. Think outside of the box
3. Take time to figure out what you find most satisfying.

4. Create time for the things you care about.
5. Learn to enjoy what is in front of you.
6. Learn to be flexible.
7. Prioritize.

Licensure and Certification Requirements

Students must be at least 17 years of age when applying for the State Of California examination, have completed a 1600 hour board certified program of instruction or its equivalence, have had completed the 10th grade or its equivalence of education, must apply for examination with the California Board of Barbering and Cosmetology, paying an application fee of \$65.00, and must pass the practical and written or computer based portions of the state examination with an overall average of 75% (Consumer Affairs, 2002).

The Fullerton College Cosmetology Program consists of five classroom levels of instruction. Each level consists of 10.8 units of credit hour course work for a total of 54 units that may be applied towards college degree credit. Student must have completed the 10th grade or its equivalence, must be 16 years of age and must complete 1600 clock hour program of instruction at Fullerton

College of Cosmetology with a grade of "C" or better to qualify for a certification of completion.

Knowledge, Skills, and Abilities

According to the Barbering and Cosmetology Rules and Regulations of California knowledge and skills will consist of disinfection and sanitation techniques, client protection and comfort, safety precautions related to all subjects, proper use of products and equipment, and performance of all assigned operations (Consumer Affairs, 2002). Incorporating the use of Material Safety Data Sheets when using chemicals in the workplace.

These requirements establish the criteria for basic skills, regulates health and safety issues in approved barber, cosmetology schools and salons (State of California Department of Consumer Affairs, 2002).

Since most learning is social in nature our challenges is to determine how to constitute social learning environments so individuals develop the skills, abilities, and attitudes to propel them to learn throughout their lifetime (Shumer, 2001).

Summary

A history of cosmetology and cosmetology legislation was presented. The Board of Barbering and Cosmetology's

responsibilities of protecting and educating were examined. Job responsibilities and information were described. The current and future job outlook and needs was discussed. The educational requirements and standards for licensure and entry-level placement were outlined. The need to upgrade testing procedural requirements for licensing to maintain the highest level of expertise in the latest procedures was also noted.

The procedure and principles used for developing basic and advanced skills and curriculum for cosmetologist was outlined. The importance of upgrading the Fullerton College cosmetology program to meet the industry needs by conducting yearly advisory committees is addressed. It is also important to create a bridge within Fullerton College, the industry and the State Board of Barbering and Cosmetology program to keep updated and meet the tremendous growth in the cosmetology industry.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the population served was discussed. Next, the curriculum development process including curriculum arrangement and content corroboration was presented. The chapter concludes with a summary.

Curriculum Development

The next section of the project provides an overview of the curriculum development process. Specifically, the curriculum arrangement and content corroboration process are reviewed. Curriculum development includes an expanse of different skills and resources to bring together a cohesive presentation (Finch & Crunkilton, 1979).

Curriculum may also be defined as the sum of the learning activities and experiences that a student has under the auspices or direction of the school (Finch & Crunkilton, 1993).

The Board of Barbering and Cosmetology recommends that the cosmetology student be able to read and write at tenth grade level. It is recommended that the student have or develop basic math, science, communication and people

skills. Integrating the cognitive, psychomotor and affective domains will provide the student with the tools for a successful learning outcome. Incorporate SCANS as it pertains to the student progress and competencies. The necessary skills of attendance, punctuality, decision-making, problem solving, initiative, teamwork, and working with diversity are highly recommended.

It is also recommended that schools provide training in the area of communication skills that includes professional ethics, salesmanship, decorum, record keeping, and client service record cards (Consumer Affairs, 2001). Health and Safety/Hazardous Substances, such as protection and prevention from hazardous chemicals, health and safety laws and agencies, ergonomics, and communicable disease were included in the guideline (Cal/OSHA, 1999). The Material Safety Data Sheets (MSDS) should be reviewed in order to find out all necessary health and safety information about the products before using it (Performance Criteria, 2002).

Addressing what changes are needed to meet the demands of an economy that prefers workers with the general, high-level academic and career/technical knowledge and skills rather than job-specific skills (Bottoms, 2000).

Resources and Content Validation

Four methods of validation were applied to this curriculum. The Fullerton College Curriculum Committee consisting of faculty and administrators meet every two weeks to review program curriculum. When the highest standards have been met and approved they are forwarded for signatures. The Fullerton College Advisory Committee representing professional salons, educators, industry manufacturers and former students meet annually to discuss and address industry needs and industry trends. The guidelines set by the State Board of Barbering and Cosmetology Program and the Fullerton College Cosmetology Department staff has also been satisfied.

Curriculum Design

This curriculum guideline was developed in alignment with the concepts and skills put forward by the Fullerton College Cosmetology Advisory Committee. Following and maintaining the highest standards with the California Board of Barbering and Cosmetology Program along with identifying employment skills that they look for when hiring our graduates. The competencies identified to obtain and maintain meaningful employment were included in the curriculum. Through the consensus of the Cosmetology

Advisory Committee and the Fullerton Cosmetology Department the following outline was developed: (1) lesson title; (2) lesson outline; (3) lesson objectives; (4) materials and equipment; (5) evaluation; and (6) comprehension (Wilson, 2002, 2003).

The curriculum for students enrolled in the Fullerton College cosmetology program shall include 1600 clock hours of technical instruction and practical operations covering practices of an cosmetologist, pursuant to section 7316 of the Barbering and Cosmetology Act January 2002. The prerequisites for Cosmetology Level 51AF are a 10th grade education or equivalent and must be 17 years of age when applying for the State Board of Barbering and Cosmetology Examination.

Population Served

The project was developed for students 16 years of age through adulthood, who will be training for the State Board of California Barbering and Cosmetology licensure.

It is required that each student complete 1600 hours of basic and advanced theories of cosmetology and its applications and must have completed the 10th grade or its equivalence and, should have the ability to solve problems, communicate and work with others creative in

dealing with clients, demonstrate interpersonal skills, use computer technology, and develop life long learning. Employers want workers with many skills who can handle a wide range of responsibilities. Thriving in this world of constant change means a lifetime of challenges. For example, in today's workplace you must: be a lifelong learner and constantly upgrade your skills; be ready for work that changes or evolves constantly; develop entrepreneurial skills such as taking initiative and self-promotion; and be a pro-active career planner who can see opportunities and seize them (HRDC, Canada Prospects 1997/1998, as cited in Dippo, 1998).

The core curriculum is appropriate for use in any cosmetology program. It was developed in accordance with recommendations from the Fullerton College Cosmetology Advisory Committee. The Cosmetology Department of Fullerton College meets on a regular basis with its advisory committee composed of representatives of many different jobs within the industry and professional salon owners.

Data Analysis Procedures

The Fullerton College Curriculum Committee consisting of full time staff and administrators meet every two weeks

to review program curriculum. When the highest standards have been met and approved they are forwarded for signatures. The Fullerton College Advisory Committee representing professional salons, educators, industry manufacturers and former students meet annually to discuss and address industry needs and industry trends. The guidelines set by the State Board of Barbering and Cosmetology Program and the Fullerton College Cosmetology Department staff has also been satisfied.

Course Content

This course content was created in order to meet the licensure mandates established by the State of California, to incorporate the current Milady Standard Cosmetology Textbook, the suggestions from the Secretary's Commission on Achieving Necessary Skills, the recommendations of our Advisory Committee, and the high standards set by the Fullerton College Cosmetology Department.

The following reflects the Curriculum requirements mandated by the Board of Barbering and Cosmetology California Code of Rules and Regulations.

950.2 Curriculum for Cosmetology Course

- (a) The curriculum for students enrolled in a cosmetologist course shall consist of sixteen hundred (1600) clock hours of technical instruction and practical operations covering all practices

constituting the art of cosmetology, pursuant to Section 7316 of the Barbering and Cosmetology Act.

- (b) For the purpose of this section, technical instruction shall mean instruction by demonstration, lecture, classroom participation, or examination; practical operation shall mean the actual performance by the student of a complete service on another person. Such technical instruction and practical operations shall include:
- (c) The board recommends that schools provide training in the area of communication skills that includes professional ethics, salesmanship, decorum, record keeping, and client service record cards.
- (d) No credit of any type shall be given for time spent in laundering towels or in washing or scrubbing floors, walls, woodwork, toilets, or windows. (Consumer Affairs, 2002c)

Text

The Board of Barbering and Cosmetology and the Cosmetology staff from Fullerton College recommend the current edition of the following textbooks to facilitate instruction the cosmetology courses at Fullerton College. Consumer Affairs. (2002). The Barbering and Cosmetology

Act. Sacramento, CA: Board of Barbering and Cosmetology.

Consumer Affairs. (2002). Cosmetology Performance Criteria. Sacramento, CA: Board of Barbering and Cosmetology.

Consumer Affairs. (2002). Rules and Regulations.

Sacramento, CA: Board of Barbering and Cosmetology.
Fullerton Cosmetology Faculty. (2004). Fullerton College
Cosmetology Student Resource Manual. Fullerton, CA:
NOCCCD.

Fullerton Cosmetology Faculty. (2004). Fullerton College
Student Learning Agreement. Fullerton, CA: NOCCCD.

Kibee, C. (2003). Standard Textbook of Cosmetology, Theory
Workbook, and State Exam Review Book. Albany, NY:
Milady.

Pivot Point International, Inc. (2002). The Scientific
Approach to Color Design. Chicago: Pivot Point
International, Inc.

Pivot Point International, Inc. (2003). The Scientific
Approach to Hair Design. Chicago: Pivot Point
International, Inc.

Pivot Point International, Inc. (2002). The Scientific
Approach to Perm Design. Chicago: Pivot Point
International, Inc.

Pivot Point International, Inc. (2003). The Scientific
Approach to Hair Sculpture Ladies. Chicago: Pivot
Point International, Inc.

Pivot Point International, Inc. (2004). Mindful Teaching.
Chicago: Pivot Point International, Inc.

Simpfender, S. (2002). Milady's Standard Textbook of Cosmetology. Albany, NY: Milady.

Wright, R. (2002). People Skills: For the salon professional. Chicago: Pivot Point International, Inc.

Summary

The steps used to develop this project were outlined. The target populations for this course are 16 through adult at Fullerton College. The curriculum development process including curriculum structure and content was presented. Upon completion, this curriculum guideline is appropriate for use in any cosmetology level one program in California since it was developed in accordance with the guidelines set forth by the Board of Barbering and Cosmetology of California, SCANS, the Full Time Faculty of Fullerton College, the Fullerton College Cosmetology Department Advisory Committee and the Fullerton College Curriculum Committee.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four a presentation of the conclusions generated by the completion of this project. These conclusions are based on the questions posed in Chapter Two, with regard to defining a career in cosmetology and changes in the workplace with the intention of upgrading and developing current standards required for licensure. Cosmetology License is renewable every two years, from the month that the license was originally issued. Cosmetologist may presently have a license for a lifetime without further education. Further, the recommendations extracted from this project primarily indicate the necessity for additional research and evaluation to validate the findings, and to explore broader applications. Lastly, the Chapter concludes with a summary that revisits the original premise, to ascertain that it was adequately substantiated, and that the recommendations are reasonable.

Conclusions

The conclusions extracted from the project follows.

1. During the research for this project the conclusion was made that it was necessary to update the present curriculum.
2. An up to date curriculum is needed to prepare students with the necessary skills for employment in the today's cosmetology industry.
3. Currently, California State Board of Barbering and Cosmetology have not met the needs of cosmetology graduates applying for licensure.
4. Students entering into today's cosmetology programs have individual needs that must be met by their Instructors.
5. It is recommended that a prerequisite of updating education and training be required to renew cosmetology license.

Recommendations

The recommendations resulting from the project follows.

1. Continued development of this project is recommended to keep pace with industry.

2. It is recommended that Industry resources be brought into the classroom in an effort to produce quality graduates from this course.
3. It is recommended that intermediate and advanced techniques of instruction be developed which follows this course.

Summary

The articles and books used during the research phase support the premise upon which this project was based. This chapter reviewed the conclusions extracted from the project. Lastly, the recommendations indicated further research and evaluation to maintain current standards for the California State Board of Barbering and Cosmetology.

This course content was incorporated from the Milady's for Cosmetology Textbook, and Pivot Point Workbooks to match the requirements mandated by the state to fulfill the recommendations of our Advisory and Curriculum Committees, and formatted to meet the high standards set up by the Fullerton Cosmetology Department Faculty.

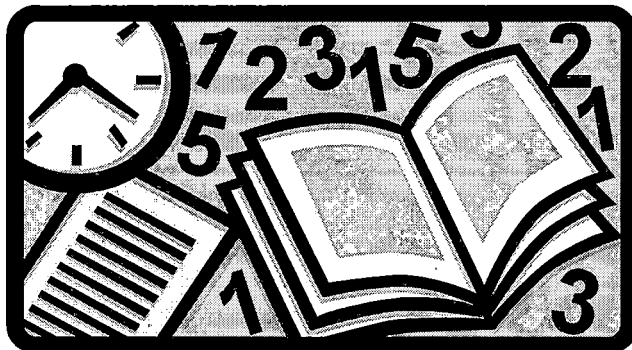
APPENDIX
CURRICULUM FOR COSMETOLOGY INTRODUCTION 51A

FULLERTON COLLEGE

COSMETOLOGY DEPARTMENT

COSMETOLOGY LEVEL 51A

INTRODUCTION TO COSMETOLOGY



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Section One Introduction

The rapid growth of the beauty industry from the early part of the twentieth century to the present time brought about increased demands from the industry for creative, trained graduates with better knowledge of the related scientific information. These demands are due to the economy, the baby boomers interest and efforts to maintain their beauty, health, and wellness. New technology, new approaches and learning methods have created a need for a standardized core curriculum. This curriculum ensures classroom excellence by providing updated material that meets the beauty industry needs, will develop life long skills and prepare the student for licensure. This manual is designed to help the instructor and the students to follow and maintain the highest standards of training and information. Will provide the instructor with ideas and tools for creating interest, creativity and learner motivation. This includes basic and advanced theories of cosmetology and its applications to encourage learning. A sample theory and practical calendar, syllabus, assignments and projects have been created for the instructor to provide a blueprint for excellence.

The following manual will always be a work in progress due to changing trends, technology improvements and issues change on a daily basis. It is the educators responsibility to stay abreast of these changes. Information was referenced through such sources as journals, books, internet web pages, professional associations, personal communications, and panel discussions.

This manual was designed as a tool to be used to ensure classroom excellence, student motivation and to introduce updated material to meet some of the changes in today's competitive job market. It is hoped that the educator may find this curricula beneficial and will be able to integrate similar assignments to prepare the student for real life situations.

Section Two Course Curriculum

The course content was created in order to meet the licensure mandates established by the State of California, to incorporate Milady's Standard for Cosmetology Textbook, and Pivot Point Workbooks, the suggestions from the Secretary's Commission on Achieving Necessary Skills, the recommendations of our Advisory Committee, and the high standards set by the Fullerton College Cosmetology Department. Curriculum includes basic hair styling, manicuring, facial and day make-up, permanent waving, scalp treatments, hair cutting, tinting, and bleaching. Related subjects, as they are applicable to cosmetology, are covered. The program is designed toward preparation for the Board of Barbering and Cosmetology Examination, and a successful career as a cosmetologist. Ten point eight (10.8) units are given for 320 hours of class work completed with a "C" or better average. This is the first of five consecutive segments. (Degree Credit.) Pivot Point Member School.

▣ SCHEDULE DESCRIPTION

Level 1 Segment in the basic theory of cosmetology and its applications; first of five segments. Pivot Point Member School.

▣ ENTRY LEVEL SKILLS AND KNOWLEDGE

Upon entering this course, it is advised that the student be able to write and read at the 10th grade level.

▣ INSTRUCTIONAL OBJECTIVES (Use measurable objectives only)

Upon completion of this course, the student will be able to do the following:

- A. Apply basic manipulative skills required for successful practice in cosmetology.
- B. Ascertain techniques, safety precautions, and products used in performance of services rendered in a cosmetological establishment.
- C. Identify related information necessary for intelligent use of products, choices of appropriate treatments, etc.

- D. Adhere to the rules and regulations issued by the Board of Barbering and Cosmetology.
- E. Describe personal health, community health, and safety for cosmetology services.
- F. Practice satisfactory work habits.
- G. Demonstrate an understanding of professional trade ethics and job responsibilities.
- H. Assume responsibility for self development and problem solving

COURSE CONTENT AND SCOPE

A. Orientation

- 1. Course Outline
- 2. Rules and regulations of the Board of Barbering and Cosmetology
- 3. Board of Barbering and Cosmetology Act
- 4. FC Cosmetology rules and regulations (Learning Agreement)
- 5. Discussion of ethics, client relationship, and job responsibilities
- 6. Health and safety rules
- 7. Hazardous substances

Cognitive Domain

A. Manicuring

- 1. Safety, sanitation, hazardous substances and ergonomics
- 2. Analyze hand and nails
- 3. Purpose of manicuring
- 4. Client protection
- 5. Causes of unsatisfactory results in manicuring
- 6. Structure and composition of nail
- 7. Composition and use of manicure materials

B. Scalp and Hair Treatments

- 1. Safety, sanitation, hazardous substances and ergonomics
- 2. Analyze scalp and hair
- 3. Techniques and precautions in shampooing
- 4. Techniques and precautions in scalp treatment
- 5. Disinfection and care of implements used
- 6. Division of hair
 - a. Structure of root
 - b. Structure of shaft
- 7. Glands and muscles affected by scalp treatment
- 8. Treatment of conditions of hair and scalp
- 9. Purpose and effect of scalp manipulations

C. Hair Design

1. Safety, sanitation, hazardous substances and ergonomics
2. Analyze hair and scalp
3. Art and history of hair design
4. Form
 - a. Shape
 - b. Classification of form
 - c. Free form designs
5. Balance
 - a. Direction
 - b. Texture
 - c. Color
6. Design principles
 - a. Balance
 - b. Progression
 - c. Dominance
 - d. Alternation
 - e. Repetition
 - f. Contrast
 - g. Discord
 - h. Structure of a curl
 - i. Principles of a base control
7. Volume and indentation - design decisions
8. Designer tools - radical and parallel
9. Distribution - point of origin
10. Geometric shapes within the form
11. Connecting lines
 - a. Circle shapes
 - b. Oblong shapes
 - c. Rectangle shapes
 - d. Diamond shapes
12. Fingerwaving
13. Setting and finish procedures

D. Thermal Hair Styling and Air Forming

1. Safety, sanitation, hazardous substances and ergonomics
2. Analyze hair and scalp
3. Equipment, implements and materials
4. Structure of a curl
5. Principles of base control
6. Bob curl, figure 6, figure 8
7. Air forming with round brush

- E. Permanent Design
 - 1. Safety, sanitation, hazardous substances and ergonomics
 - 2. Analyze hair and scalp
 - 3. Concept
 - a. Design composition structure and form
 - b. Texture and form
 - c. Color
 - d. Solid form
 - e. Graduated form
 - f. Increased layered form
 - g. Uniform layered form
 - h. Combinations
 - i. Adaptability
 - 4. Concept
 - a. Texture analysis
 - b. Unactivated
 - c. Activated
 - d. Texture character
 - e. Curvilinear texture
 - f. Angular texture
 - g. Texture activation
 - h. Texture dimensions
 - i. Length reduction
 - 5. Concept technical procedures
 - a. Overlap technique
 - b. Special technique
 - c. Compression technique
 - 6. Concept base control
 - a. Base shapes
 - b. Base size
 - c. Tool position
 - d. Under-directed base
 - 7. Concept direction
 - a. Rectangular pattern
 - b. Contour
 - c. Expanded circle
 - d. Oblong and alternating oblong patterns
 - e. Projection pattern
 - 8. Concept special techniques
 - a. Texture character options
 - b. Base strand variations
 - 9. Design decisions

F. Color Design

1. Color concept:
 - a. Safety, sanitation, hazardous substances and ergonomics
 - b. Analyze hair and scalp
 - c. The effect of light on form, texture, and color
 - d. Nature of color
 - e. Pigment and the law of color
 - f. Natural pigment and the five fields of color
 - g. Design principles and decisions
 - h. Designing
2. Color formulation:
 - a. Color choices
 - b. Client consultation
 - c. Client safety
 - d. Nonoxidative color (warm – cool colors)
 - e. Decolorizing:
 - (1) Degrees of decolorization
 - (2) Developers
 - (3) Strengths
 - (4) Lighteners
 - (5) Pigmented lighteners
 - f. Oxidative color
3. Color application:
 - a. Repetition
 - (1) Virgin darker
 - (2) Virgin lighter
4. Color design:
 - a. Solid form
 - (1) Alternation
 - (2) Repetition
 - b. Graduated form
 - (1) Contrast
 - (2) Alternation
 - c. Increased layered form
 - (1) Alternation
 - (2) Progression
 - d. Uniformly layered form
 - (1) Alternation
 - (2) Repetition

G. Bacteriology, Disinfection and Sanitation

1. Bacteriology related to the field of cosmetology:
 - a. Coccus:
 - (1) Staphylococci
 - (2) Streptococci
 - (3) Diplococci
 - b. Bacilli
 - c. Spirilla
 - d. Spore formation
2. Effect of pathogenic bacteria
3. Other infectious agents:
 - a. Filterable viruses
 - b. Parasites
 - c. Plant parasites or fungi
 - d. Animal parasites
4. Spread of disease
 - a. Contagious diseases
 - b. Communicable diseases
5. Control of disease through sterilization and sanitation
6. Table of measurements for preparation of various sterilizing solutions
7. Effect of different disinfection agents on metal, tools, and equipment
8. Methods of disinfection
9. Effects of each on skin, eyes, and mucous membranes
10. Most satisfactory methods of sterilization for particular implements or equipment
11. Recommended antiseptics for use in various salon services
12. Mixing to obtain the prescribed strength of solution from different strength ammonium compound bases

H. Health and Safety/Hazardous Substances

1. Health, safety, and hazardous substances
2. OSHA, EPA, and FDA health and safety rules
3. Rules and Regulations and Cosmetology Act-Board of Barbering and Cosmetology
4. Ergonomics

I. Hair Sculpture – Ladies

1. Safety, sanitation, hazardous substances and ergonomics
2. Analyze hair and scalp
3. Properties of form
 - a. Celestial axis
 - b. Direction
 - c. Straight and curved lines

- d. 2 x 3-D shapes
 - e. Shape activity
- 4. Form analysis
 - a. Natural fall
 - (1) Curvilinear
 - (2) Rectilinear
 - (3) Oblate
 - (4) Prolate
 - b. Normal projection
 - (1) Curvilinear
 - (2) Rectilinear
 - (3) Oblate
 - (4) Prolate
 - c. Shape
 - (1) Curvilinear
 - (2) Rectilinear
 - (3) Oblate
 - (4) Prolate
 - d. Structure
 - (1) Curvilinear
 - (2) Rectilinear
 - (3) Oblate
 - (4) Prolate
 - e. Texture
- 5. Color and texture
- 6. Design principles
 - a. Repetition
 - b. Alternation
 - c. Progression
 - d. Contrast and discord
- 7. Balance - symmetric and asymmetric
- 8. 4 basic forms
 - a. Solid
 - b. Graduated
 - c. Increased layer
 - d. Uniform layer
- 9. Tools of the trade
- 10. Adaptability
- 11. Design composition
 - a. Combination form
 - b. Proportion
 - c. The golden mean curves of the head

12. Sculpting procedures
 - a. Sectioning
 - b. Head position
 - c. Parting
 - d. Distribution
 - e. Finger and shear position
 - f. Design line
 - g. Projections 0, 45, 90
- J. Plain Facial
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Table set-up
 3. Consultation procedures
 4. Skin analysis
 5. Product choice
 6. Client record card
 7. Basic cleansing
 8. Massage manipulations
 9. Recognize nerve points
- K. Day Makeup
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze skin
 3. Product choice
 4. Client record card
 5. Day cosmetics
- L. Thermal Air Forming Design
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze hair and scalp
 3. Equipment, implements and materials
 4. Waving
 5. Structure of a curl
 6. Bob curl, figure 6, and figure 8
 7. The blow dryer
 8. Comb and Brushes
- Psychomotor Domain
- A. Manicuring
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze hands and nails
 3. Disinfection practices for manicuring
 4. Use and care of tools and equipment
 5. Plain manicuring
- B. Scalp and Hair Treatments
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze scalp and hair

3. Shampooing:
 - a. Client preparation and protection
 - b. Purpose, procedures, precautions, materials, and supplies used in shampoos
4. Scalp and Hair Treatments:
 - a. Conditions of hair and scalp, proper treatment prescribed for each condition
 - b. Comb and brush treatment
 - c. Scalp manipulations
 - d. Conditioning treatment
 - e. Dandruff treatment
- C. Basic Hair Design
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze scalp and hair
 3. Fingerwaving
 4. Shaping and curl construction:
 - a. Bases—shape and size
 - b. Stem—size, shape, and direction
 5. Roller techniques:
 - a. Curvilinear lines
 - b. Straight lines
 - c. Connecting lines
 - d. Placement to give line to hair style
 - e. Placement to give neutral line
 6. Straight and curved shapes and directions
 7. Comb out techniques:
 - a. Back combing
 - b. Back brushing
 - c. French lacing
- D. Basic Permanent Waving
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Factors governing a good professional permanent wave
 3. Analyzing scalp and hair shaft
 4. Cold waving:
 - a. Client protection and preparation; analyzing hair and scalp
 - b. Blocking
 - (1) Straight back
 - (2) Double halo
 - (3) Single halo
 - (4) Piggyback

- c. Wrapping
 - (1) Single flat
 - (2) Double flat
 - (3) Bookend
 - d. Solution application
 - e. Timing and test curling
 - f. Neutralizing
 - g. Conditioning before and after a permanent wave
 - h. Permanent wave record card
- E. Hair Sculpture – Ladies
 - 1. Safety, sanitation, hazardous substances and ergonomics
 - 2. Analyze hair and scalp
 - 3. Properties of form:
 - a. Celestial axis
 - b. Direction
 - c. Straight and curved lines
 - d. 2x3-D shapes
 - e. Shape activity
 - 4. Form analysis
 - a. Natural fall
 - b. Normal projection
 - c. Shape structure
 - d. Texture
 - 5. Color and texture
 - 6. Design principles
 - a. Repetition
 - b. Alternation
 - c. Progression
 - d. Contrast
 - e. Discord
 - 7. Balance – symmetric and asymmetric
 - 8. 4 basic forms
 - a. Solid
 - b. Graduated
 - c. Increased layer
 - d. Uniform layer
 - 9. Tools of the trade
 - 10. Adaptability
 - 11. Design composition
 - a. Combination form
 - b. Proportion
 - c. The golden mean curves of the head

12. Sculpting procedures
 - a. Sectioning
 - b. Head position
 - c. Parting
 - d. Distribution
 - e. Finger and shear position
 - f. Design line
 - g. Projections 0, 45, 90
- F. Plain Facial
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze skin
 3. Table set-up
 4. Consultation procedures
 5. Product choice
 6. Client record card
 7. Basic cleansing
 8. Massage manipulations
 9. Recognize nerve points
- G. Day Makeup
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze skin
 3. Product choice
 4. Client record card
 5. Day cosmetics
- H. Thermal Air Forming Design
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze hair and scalp
 3. Equipment, implements and materials
 4. Waving
 5. Structure of a curl
 6. Bob curl, figure 6, and figure 8
 7. The blow dryer
 8. Comb and brushes
- I. Hair Color Design
 1. Safety, sanitation, hazardous substances and ergonomics
 2. Analyze hair and scalp
 3. Temporary hair coloring
 4. Semi-permanent hair coloring
 5. Permanent hair coloring
 6. Pre-disposition (PD) test
 7. Client record card
 8. Strand testing

Affective Domain

- A. Student Responsibilities. The student will:
1. Listen, follow instructions, communicate, fill in timecards, perform basic computations, recognize, learn and apply new techniques.
 2. Work and relate well with both men and women with a variety of ethnic, social, or educational backgrounds.
 3. Display a high standard of attendance and punctuality.
 4. Demonstrate honesty and integrity.
 5. Demonstrate understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings.
 6. Develop positive communication skills

B. People Skills – CARE

The student will be able to differentiate between the four basic personality styles.

1. Cooperator
 - a. Fundamentals
 - b. Observation
 - c. Analysis
 - d. Application
2. Analyzer
 - a. Fundamentals
 - b. Observation
 - c. Analysis
 - d. Application
3. Regulator
 - a. Fundamentals
 - b. Observation
 - c. Analysis
 - d. Application
4. Energizer
 - a. Fundamentals
 - b. Observation
 - c. Analysis
 - d. Application

Client Interaction

- A. At this level, the student will not have client contact.

□ INSTRUCTIONAL METHODOLOGIES

- A. Lecture and review
- B. Demonstrations
- C. Videos – Laser – DVD
- D. Power Point Presentations
- E. Transparencies

- F. Charts
- G. Information and procedure sheets
- H. Assigned projects
- I. Group discussions
- J. Blackboard diagrams
- K. Mock Board of Barbering and Cosmetology examinations
- L. Role Playing
- M. Workbook/Study Guide

▣ MULTIPLE METHODS OF EVALUATION

- A. Subjective Tests
 - 1. Oral exams:
 - a. Recognition
 - b. Recall
 - 2. Performance:
 - a. Follow daily Rubric standard
- B. Objective Tests
 - 1. Written exams – State Board Standard
 - a. Multiple choice
 - b. Matching
 - c. Identification
 - d. Performance
 - 2. Ongoing assessment – Follow daily rubric standard
 - 3. Student lab performance is rated by professional standards of time and quality with adjustments that reflect educational coverage of the contents of the course.
 - 4. Subjective evaluation of students = growth in attitudes and values pertaining to lab practice and work habits.

▪ LIST RECOMMENDED TEXTBOOKS

Latest edition of the following:

Consumer Affairs. (2002). The Barbering and Cosmetology Act. Sacramento, CA: Board of Barbering and Cosmetology.

Consumer Affairs. (2002). Cosmetology Performance Criteria. Sacramento: Board of Barbering and Cosmetology.

Consumer Affairs. (2002). Rules and Regulations. Sacramento, CA: Board of Barbering and Cosmetology.

Fullerton Cosmetology Faculty. (2004). Fullerton College Cosmetology Student Resource Manual. Fullerton, CA: NOCCCD.

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Kibee, C. (2003). Standard Textbook of Cosmetology. Albany, NY: Milady.

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Pivot Point International, Inc. (2002). The Scientific Approach to Hair Design. Chicago: Pivot Point International, Inc.

Pivot Point International, Inc. (2002). The Scientific Approach to Perm Design. Chicago: Pivot Point International, Inc.

Pivot Point International, Inc. (2003). The Scientific Approach to Hair Sculpture Ladies. Chicago: Pivot Point International, Inc.

Simpfender, S. (2002). Milady's Standard Textbook of Cosmetology. Albany, NY: Milady.

Wright, R. (2002). People Skills: For the Salon Professional. Chicago: Pivot Point International, Inc.

□ WRITING ASSIGNMENTS AND/OR PROFICIENCY DEMONSTRATION

Pivot Point and Milady's - Practical and Theory Workbooks and Study Guides.

Pivot Point and Milady's - Practical and Theory Workbooks and Study Guides.

Theory - Outline and Reports of the following:

- A. Health and Safety Modules
- B. Bacteriology and Disinfection
- C. Hair Design
- D. Thermal Design
- E. Thermal Styling/Air Forming
- F. Scalp and Hair Treatment and Disorders
- G. Hair Color
- H. Permanent Waving
- I. Tricology
- J. Plain Facials and Daytime Makeup
- K. Hair Sculpture

Practical- Successful Execution of the following:

- A. Haircolor
- B. Manicure
- C. Thermal Design
- D. Permanent Waving
- E. Scalp Treatment and Manipulations
- F. Plain Facial
- G. People Skills
- H. Day Makeup

□ ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

- A. Differentiate color levels
- B. Compare and contrast permanent wave patterns
- C. Successfully complete a permanent wave in a timely manner on a mannequin
- D. Compare and contrast the 7 levels of hair lightening
- E. Analyze haircutting forms – create picture portfolio
- F. Critique wet hairstyling forms

■ ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

- A. Differentiate color levels
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- C. Successfully complete a permanent wave in a timely manner on a mannequin
- D. Compare and contrast the 7 levels of hair lightening
- E. Analyze haircutting forms – create picture portfolio
- F. Critique wet hairstyling forms

□ REQUIRED OUT-OF-CLASS ASSIGNMENTS

List any performances, and/or field trips other than normal course expectations.

Section Three
Course Syllabus

Fullerton College

Cosmetology Department

DAY CLASS COURSE SYLLABUS

NUMBER AND TITLE: 51 A Cosmetology Practical (0-320 hours)

INSTRUCTORS: Lead Instructor: Mrs. Connie Lopez

Office Room 707P

Office Hours: Monday & Tuesday 4:30 - 6:00 p.m.

Wednesday: 4:30 – 5:00 p.m.

Voice Mail Phone: 714-992-7231 e-mail: clopez@fullcoll.edu

CLASS SCHEDULE: Technology Building 700 Room 704

Monday-Thursday: 8:00 a.m. - 4:30 p.m., Friday: 8:00 a.m. - 2:30 p.m.

Theory: 8:00 a.m. - 9:00 a.m.

Lecture: 9:30 a.m. - 10:00 a.m.

Clinic: 10:30 a.m. - 12:00 a.m.

Lunch 12:00 a.m. - 12:30 a.m.

Lecture: 12:30 a.m. - 1:00 p.m.

Clinic: 1:30 p.m. - 4:00 p.m.

Clean-up: 4:00 p.m. - 4:30 p.m.

PRE-REQUISITE: High School Diploma or 10th Grade Equivalent

COURSE DESCRIPTION: This is the beginning course in Cosmetology, planned to prepare students to pass the Barbering and Cosmetology program, examinations, and their performances in the beauty industry. Emphasis will be placed on Rules and Regulations, Health and Safety, Sanitation, Bacteriology and Practical Laboratory experiences, Terminology's and Theories in the technical field of Cosmetology.

Students will become acquainted with People Skills, Skin care, Hair care and Nail care practices and procedures.

COURSE OBJECTIVES: Upon completion of this segment, the student will:

1. Demonstrate and develop a practice of the manipulative skills in all phases of basic cosmetology.
2. Perform the techniques and understand the safety precautions for the services to be rendered in a Cosmetology establishment.

3. Relate information which pertains to the performance of basic cosmetology.
4. Describe and demonstrate the sterilization practices according to the regulations issued by the Barbering and Cosmetology Program.
5. Differentiate personal health, community health and safety.
6. To become familiar with the various products and chemicals used in cosmetology.

METHOD OF INSTRUCTION:

1. Lecture and Lab
2. Discussion
3. Demonstrations and Student Practice
4. Use of Visual Aids.

MULTIPLE METHODS OF INSTRUCTION:

- Written Tests:
 - Subjective
 - Essay and Oral
 - Objective
 - Recognition and Recall
1. Student lab performance is rated by professional standards of time and quality with adjustments that reflect educational coverage of the contents of the course.
 2. Subjective evaluation of students' growth in attitudes and values pertaining to lab practice and work habits.

GRADING CRITERIA: The following will be the basis for computing your grades.

1. Practical Assignments: 60% Attendance, personal appearance, attitude, classroom participation and applied effort. Progress charts, weekly reading and practical assignments. Students receive a daily grade.
2. Tests & Written Assignments: 40% Quizzes, written and practical tests.
3. All tests to be announced. **NO make up tests or finals.**
4. "F" grade will be given on day student is absent for all that days practical assignments. Finals must be taken for passing a grade.
5. Finals are computed within 40% tests & written assignments section.
6. All assignments/ Projects must be completed to pass to level 51B
7. Final grade must be a C or better to pass on to level 51B.

Grade scale shall be as follows:

100 - 91	= A
90 - 81	= B
80 - 71	= C
70 - 61	= D
60 & Below	= F

REQUIRED COURSE TEXT:

- Milady's Standard Cosmetology Textbook. Albany, NY Milady Publishing Company.
- Milady's Standard Cosmetology Theory Workbook. Albany, NY Milady Publishing Company
- The Scientific Approach to Hair Design. Pivot Point International
- The Scientific Approach to Hair Sculpture. Pivot Point International
- The Scientific Approach to Perm Design. Pivot Point International
- Barbering & Cosmetology to Program Performance Criteria
- People Skills. Pivot Point International.
- Fullerton College Cosmetology Dept. Classroom resource book
- State Board of California Performance Criteria book
- State Board of California Rules & Regulation booklet
- State Board of California Acts booklet

EMERGENCY RESPONSE MESSAGE: Please take note of the safety features in and close to your classroom, as well as study the posted evacuation route. The most direct route of exit may not be the safest because of the existence of roofing tiles or other potentially hazardous conditions. Similarly, running out of the building can also be dangerous during severe earthquakes. During strong quakes the recommended response is to duck-cover- and hold until the shaking stops. Follow the guidance of your Instructor. You are asked to go to the designated assembly area. Your cooperation during emergencies can minimize the possibility of injury to yourself and to others.

AMERICAN DISABILITY ACT: Pursuant to the ADA, any student with an identified challenge is eligible to be registered with the Disabled Students/Resources Services program. If you are a student with special needs and you have need of special services, alert your Instructor. (F.C. College)

- Participation: Your grade in participation depends on the extent to which you do all of the following at appropriate times.
- Attend class regularly and punctually.
- Arrive to class prepared.

- Listen, pay attention and follow instructions.
- Thoughtfully complete class exercises and activities within required time.
- Volunteer to answer questions and engage in class discussion.
- Ask relevant questions.
- Help other students.
- Refrain from unnecessary interruptions or distractions.
- Demonstrate initiative in use of spare class time.

CLASSROOM BEHAVIOR: This is a participatory course, so your input is encouraged. However, students are expected to extend that same courtesy to others (i.e. interrupting, talking over others). Vocalizing derogatory remarks about another's sex, religion, race, sexual preference are not acceptable). Please also refrain from using profanity and making derogatory remarks about other teachers or students (at least within hearing distance of this class's Instructor! Thank you for your consideration of others...this will lead to a comfortable classroom climate for all. (J. Hibben fall 1998)

Instructors Responsibilities:

1. Promptness (being on time)
2. Prepared to teach
3. Open to new ideas/opinions
4. Respectful of others
5. Develop reasonable policies
6. Vary teaching methods
7. Have a positive attitude
8. Ask questions/give feedback
9. Communicate

Students Responsibilities:

1. Attendance Promptness (being on time)
2. Prepared to learn
3. Open to new ideas/opinions
4. Respectful of others
5. Maintain class policies
6. Be attentive to all students
7. Have a positive attitude
8. Ask questions/give feedback
9. Communicate

Classroom Disciplinary Action: Refer to Learner's Agreement

ADDITIONAL ITEMS NEEDED:

- ☐ First Aid Kit
- ☐ Hand Sanitizer or liquid soap.
- ☐ Kleenex box and two cans of shaving cream
- ☐ 2 inch notebook binder, #882 Scantrons
- ☐ Permanent marker and highlighter pen
- ☐ Six clean "personal" towels to use in class.
- ☐ Disposable thin sponges and make up sponges
- ☐ Make-up (eye shadow, mascara, eyeliner, foundation, lipstick, concealer, eyebrow pencil, sharpener and rouge)
- ☐ White headband and cotton balls Disposable mascara applicators

- ☐ C.A. Botana facial kit (\$10.00)
- ☐ One cloth cotton cape (for press & curl procedure).
- ☐ Plastic food storage bags (gallon size, zip lock)
- ☐ Purchase of Performance Criteria manual (\$5.00)
- ☐ Cosmetology Rules/Regulations and Acts Booklets (\$2.00)


I have read the syllabus and understand all of the policies and guidelines within. Please return to Mrs. Lopez.


Date _____

Phone _____


Student timecard number _____

Student Name _____

DAYS	Mon	Tue	Wed	Thu
MAR.22 - MAY 26, 2004 51 A THEORY				
week 1 MAR. 22-26	HOLIDAY	Theory: 8-9 ORIENTATION	Theory: 8-9 PEOPLE SKILLS HOMEWORK: READ CHAP.1 & 2 STANDARD TEXT BOOK	Theory: 8-9 SAFETY QUIZ PEOPLE SKILLS HOMEWORK: READ CHAP.3 & 4 STANDARD TEXT BOOK
week 2 MAR. 29 APRIL 2	Theory: 8-9 CHAPTER 5 INFECTION CONTROL: PRINCIPLE AND PRACTICE	Theory: 8-9 CHAPTER 5 INFECTION CONTROL: PRINCIPLE AND PRACTICE	Theory: 8-9 CHAPTER 5 INFECTION CONTROL: PRINCIPLE AND PRACTICE	EXAM CHAPTER 5 INFECTION CONTROL: PRINCIPLE AND PRACTICE
week 2 APRIL 5-9	SPRING		BREAK	APRIL 5 - 9
week 3 APRIL 12-16	Theory: 8-9 CHAPTER 10 SHAMPOOING, RINSING, AND CONDITIONING	Theory: 8-9 CHAPTER 10 SHAMPOOING, RINSING, AND CONDITIONING	Theory: 8-9 CHAPTER 10 SHAMPOOING, RINSING, AND CONDITIONING	EXAM CHAPTER 10 SHAMPOOING, RINSING, AND CONDITIONING
week 4 APRIL 19-23	Theory: 8-9 CHAPTER 8 PROPERTIES OF THE HAIR AND SCALP	Theory: 8-9 CHAPTER 8 PROPERTIES OF THE HAIR AND SCALP	Theory: 8-9 CHAPTER 8 PROPERTIES OF THE HAIR AND SCALP	EXAM CHAPTER 8 PROPERTIES OF THE HAIR AND SCALP

MAR. - MAY. 2004				51 A THEORY
week 5 APRIL 26-30	Theory: 8-9 CHAPTER 11 HAIRCUTTING	Theory: 8-9 CHAPTER 11 HAIRCUTTING	Theory: 8-9 CHAPTER 11 HAIRCUTTING	EXAM CHAPTER 11 HAIRCUTTING
week 6 MAY 3-7	Theory: 8-9 CHAPTER 15 PERMANENT WAVING	Theory: 8-9 CHAPTER 15 PERMANENT WAVING	Theory: 8-9 CHAPTER 15 PERMANENT WAVING	EXAM CHAPTER 15 PERMANENT WAVING
week 7 MAY 10-14	Theory: 8-9 CHAPTER 12 HAIRSTYLING	Theory: 8-9 CHAPTER 12 HAIRSTYLING	Theory: 8-9 CHAPTER 12 HAIRSTYLING	EXAM CHAPTER 12 HAIRSTYLING HOMEWORK: READ CHAPTER 9
week 8 MAY 17-21	Theory: 8-9 RULES & REGULATIONS HOMEWORK: COSMETOLOGY ACTS	Theory: 8-9 HEALTH & SAFETY MODULES 1 & 2	Theory: 8-9 HEALTH & SAFETY MODULES 3 & 4	Theory: 8-9 HEALTH & SAFETY MODULES 5 & 6
week 9 MAY 24-26	FINALS	FINALS	FINALS	

January

	Monday	Tuesday	Wednesday	Thursday	Friday
	LEVEL 51A FRESHMAN DAY CLASS Room 704 8:00 am- 4:30 pm	Spring semester 1st 9 weeks Jan. 20 – March 20, 2004		1 New Years Day 	2 Instructor's Lopez Fullerton Cruz Limbacher
	5	6	7	8	9
	12	13	14	15	16
Week 1	19 Observance of Martin Luther King, JR's Birthday Holiday	20 Orientation: 8:00 Attendance Syllabus Learner's Agreement 12:30 cont'd Learner's Agreement Timecards Assignments Class Duties	21 9:30 cont'd People Skills Kit Check 12:30 Hair Sculpture Design Terminology Chapters 1-7	22 9:30 Plain Manicure theory & practical Student exchange 12:30 Hair sculpture Design Chapters 8 & 9 Line workshop w/rectangle Horizontal / Diagonal forward /Diagonal back	23 8:00 Hair analysis Scalp Treatment Shampooing/Draping Student exchange 12:30 Perm Design Chapters 1-8 Rectangle pattern Blocking/nine section White and Gray Rods
Week 2	26 9:30 Sculpture Design. Chapter 10, 11, 14, 16 & 21 Solid Form w/ shears Horizontal 12:30: Chapter 28 Diagonal Back w/shears	27 9:30: Sculpture Design Chapters 19, 22, 32 Solid Form w/ Razor Etching Horizontal 12:30 Chapter 29 Solid Form w/shears Diagonal Forward	28 9:30 Sculpture Design Chapter 51 Increase Layering/ Horizontal Air Form 12:30 Chapter 54 Increase Layering/Vertical Air Form	29 9:30 Perm Design Rectangle pattern Wrapping w/ White rods 12:30 Sculpture Design Chapter 36 Graduated Form Horizontal w/shears	30 8:00 Scalp Treatment w/ constructor/dandricide Disorders/Diseases 12:30 Perm Design Rectangle pattern (nine section) White and Gray Rods


2004

February

DAY CLASS	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	2 9:30 Sculpture Design Chapter 73,76 Uniform layering w/ shears 12:30 Cont'd w/uniform haircut Airform w/ Densman Brush	3 9:30: Perm Design Chapters 4-7 Double Halo Gray & Pink Rods 12:30: Double Halo White & Gray Rods	4 9:30: Perm Design Chapters 16,17 Single Halo White & Gray Rods 12:30: Single Halo Gray & Pink Rods	5 9:30 Oil Manicure Student Exchanges 12:30 Perm Design Rectangle pattern Pink & Blue Rods Predesposition Test/ exchanges	6 8:00: Color Design chap.1-3 Basic Law of Color Color Wheel Chapter 10,11 12:30 Temporary Rinse & Color Chart check P.D.
Week 4	9 9:30: Hair Design Alternating Oblongs Fingerwaving Intro Chapter 34 Molding/ Scaling chapter 22 pg. 82 Intro to pincurls pg. 83 Portfolio Due	10 9:30 Hair Design Alternating Oblong Chapter 34 pg. 135 geometric shapes within form "Gayle" 12:30 "Gayle" comb out practice fingerwaves	11 9:30: Hair Design Chapters 15 "Georgina" Resource manual Chap 34 pg.135 12:30 Wrap mannequins for permanent waving w/ orange rods	12 9:30 LIVE PERM ON MANNEQUIN W/ ORANGE RODS 12:30 Perm Design Piggyback pattern	13 HOLIDAY "President's Day"
Week 5	16 HOLIDAY "Presidents Day"	17 9:30: Hair Design Chapter 22 pg. 86-87 Volume stand up pincurls on Top w/triangle base, Sides skipwavew/vertical pincurls 12:30 cont'd w/pincurls Comb-out	18 9:30 Virgin Bleach w/ Toner "Decolorization" Chap. 12, 14 12:30 Hair Design Chapter 29 pg. 113 Rectangle / Straight volume with rollers "Janine"	19 9:30: Bleach retouch w/Toner 12:30 Expanded Circle w/rollers "Elena" bricklay back	20 8:00 Color Design Semi/Demi Haircolor w/bottle 12:30 Color Design Color Design Theory & Consultation Practice wrapping p/w
Week 6	23 9:30: Hair Design Half Circle/Top & sides Chap. 20 pg. 73, 74 12:30 half circle/ top & sides w rollers pg 74 comb out	24 9:30 Hair Design cone rollers /half circle chap 12 pg. 39 & 71 12:30 chapter 1-10 comb out /finishing techniques pg. 61	25 9:30 Indentation/airform "Ana" Chap. 18 & 21 pgs 79-81 12:30 Hair Design Create a style w/ pivots & rollers	26 9:30: Hair Sculpture Texturizing & Fringe haircut Demo 12:30 Haircolor Design Tint back to natural Texturizing techniques	27 8:00 Pedicures Student Exchanges 12:30 Practice Fingerwaves




2004

March

DAY CLASS	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	1 9:30 Plain Facials theory & practical manipulations 12:30 Eyebrow Arching exchanges	2 9:30 Plain Facials exchanges 12:30 Haircolor Design Virgin tint to Darken w/bowl & brush	3 9:30 Daytime make up Student exchanges 12:30 Facials w/scrub and/or mask	4 9:30 Evening make up Student exchanges 12:30 Virgin tint to Lighten w/bowl & brush Work on Progress Chart	5 8:00 Wrap mannequin w/ White rods for press/curl leave for Monday class
Week 8	8 9:30 Thermal Pressing 12:30: Marcel Iron Curling Figure 6 short/ medium hair Volume & indentation	9 9:30 Thermal Curling Iron Figure 8 long hair 12:30 Perm Design Theory NOTEBOOKS DUE	10 9:30 Color Design Tint touch up to Lighten w/bottle 12:30 Tint touch up to Dark w/ brush & bowl	11 8:00 FINALS PERMANENT WAVE ON MODEL 12:30 Work on progress chart Student Evaluation	12 Finals Written & Practical Tint Mannequin Prepare for Hair Show (Ideas)
Week 9	15 FINALS Hair Sculpturing Written & Practical 12:30 Thermal Iron Style Student Design a Hairstyle	16 FINALS Fingerwaves Written & Practical 12:30 Work on Progress chart Review people skills	17 9:30 & 12:30 Set Final Style for Hair Show by 4:00p.m. Work on Progress Chart	18 8:00 Hair Show & Cultural Exchange 12:30 Progress Chart Student exchanges	19 cleanup & move over  to level 51 A
Week 1 SECOND 9 WEEKS	22 Orientation: 8:00 Attendance Schedule Syllabus Learner's Agreement 12:30 Timecards Quats Assignments Class Duties	23 9:30 cont'd People Skills Kit Check 12:30 Hair Sculpture Design Terminology Chapters 1-7	24 9:30 Plain Manicure theory & practical Student exchange 12:30 Hair sculpture Design Chapters 8 & 9 Line workshop w/rectangle Horizontal / Diagonal forward / Diagonal back	25 8:00 Scalp Treatment Shampooing/Draping Student exchange 12:30 9:30 Sculpture Design Chapter 10, 11, 14, 16 & 21 Solid Form w/ shears Horizontal	26 8:00 Hair analysis Scalp Treatment w/reconstructor / dandruff Disorders & Diseases 12:30 perm design chapters 1-8 rectangle/blocking p/w White and Gray Rods
Week 2 revise	29 9:30: Sculpture Design Solid Form w/ shears Diagonal forward 12:30: chapters 19,10,22 Solid form w/ razor Diagonal Back	30 9:30 Sculpture Design: chapter 51 Increase layering Horizontal w/shears air form 12:30: chapter 54 Increase layering Vertical W/ shears / air form	31 9:30 Perm Design Rectangle (nine section) Wrap w/ White rods 12:30 Chap. 16,17,21 Solid Form w Shears Horizontal Solid Form w/ Razor Horizontal	1 8:00 Air Form "Ana" chapter 48 pg. 65 round/denman brush/ volume & indentation 12:30 Sculpture Design chapter 36 Graduated..low Horizontal w/shears	2 8:00 Perm Design Rectangle pattern (nine section) Pink and Gray Rods


2004

April

DAY CLASS	Monday	Tuesday	Wednesday	Thursday	Friday
Happy Spring Break 4/5 - 9	5 	6 EASTER	7 	8 BREAK	9
Week 3	12 9:30 Sculpture Design Miladys Part 3 pg. 318 Uniform layering w/ shears (ck pivot point) 12:30 cont'dw/haircut Air forming w/brush	13 9:30 perm design double halo gray & pink rods Ck. Yellow resource book 12:30 perm design rectangle pattern white & gray rods	14 9:30 perm design single halo gray & white rods Ck. Yellow resource book 12:30 perm design/ theory/ rectangle pattern gray & pink rods	15 9:30 Oil Manicure Student Exchanges 12:30 Perm Design Rectangle pattern Pink & Blue Rods Predesposition Test/ exchanges	16 8:00 color design chapter 1 - 3 Basic law of color color wheel chapters 10- 11 12:30 temporary rinse & color chart check P.D.
Week 4 	19 9:30: Hair Design Alternating Oblongs Fingerwaving Intro Chapter 34 Molding/ Scaling chapter 22 pg. 82 Intro to pincurls pg. 83 PORTFOLIO DUE	20 9:30 Hair Design Alternating Oblong Chapter 34 pg. 135 geometric shapes within form "Gayle" 12:30 "Gayle" comb out practice fingerwaves	21 9:30: Hair Design Chapters 15 "Georgina" Resource manual Chap 34 pg.135 12:30 Wrap mannequins for permanent waving w/ orange rods	22 9:30 LIVE PERM ON MANNEQUIN W/ ORANGE RODS 12:30 Perm Design Piggyback pattern	23 8:00 Color Design Semi/Demi Haircolor w/bottle 12:30 Color Design Color Design Theory & Consultation Practice wrapping p/w
Week 5	26 9:30 Hair Design "Georgina"chap. 15 Resource manual chap 34 pg.135 12:30: "Georgina" comb out practice fingerwaves	27 9:30: Hair Design Chapter 22 pg. 86-87 Volume stand up pincurls on Top w/triangle base, Sides skipwavew/vertical pincurls 12:30 cont'd w/pincurls Comb-out	28 9:30 Virgin Bleach w/ Toner "Decolorization" Chap. 12, 14 12:30 Hair Design Chapter 29 pg. 113 Rectangle / Straight volume with rollers "Janine"	29 9:30 Bleach retouch w/Toner 12:30 Hair Design ½ & expanded circle "Elena: chap. 42 pg.127 bricklay back	30 Color design theory Consultation and 12:30 single halo white & gray rods

2004

May

DAY CLASS	Monday	Tuesday	Wednesday	Thursday	Friday
Week 6	3 9:30 Hair Design Rectangle Volume w/rollers "Janine chapter 29 pg. 113 12:30:30 Hair Design cone rollers /half circle chap 12 pg. 39 & 71	4 9:30: Hair Design Create a Style w/ pivots & rollers 12:30 chapter 1-10 comb out /finishing techniques pg. 61	5 9:30 Daytime Make up state board student exchanges 12:30 Hair Sculpture Texturizing & Fringe Demo	6 9:30 Evening Make up student exchanges progress chart 12:30 Color Design Virgin tint to Lighten w/ bottle	7 8:00 Color Design chap 16 Virgin tint to Darken w/bowl & brush Practice Fingerwaves
Week 7 Happy Mothers Day 	10 9:30 Plain Facials theory & manipulations 12:30 Eyebrow Arching exchanges Work on progress chart	11 9:30 Plain Facials exchanges 12:30 Haircutting Review Work on progress chart	12 9:30 Color Design Tint back to natural 12:30 Facials w/ scrub and/or mask Work on progress chart	13 9:30 Color Design Tint touch up to Lighten w/bottle 12:30 Tint touch up to Darken w/ brush/bowl Work on progress chart	14 8:00 Pedicures Student Exchanges 12:30 wrap mannequin w/ white rods for Monday class
Week 8	17 9:30 Thermal Pressing 12:30: Marcel Iron Curling Figure 6 short/ medium hair Volume & indentation	18 9:30 thermal curling w/ iron figure 8 long hair mannequin 12:30 progress chart NOTEBOOKS DUE	19 Finals 8:00 LIVE PERMANENT WAVE ON MODEL Work on progress chart Student Evaluation	20 Finals 8:00 written & practical plain manicure 12:30 written & practical Haircutting	21 Finals 8:00 written & practical: Haircolor (real application)
Week 9	24 Finals 8:00 written & practical fingerwaves/alternatin g oblongs 12:30 Work on Progress Chart	25 8:00 SET STYLE FOR LEVEL 51A HAIR SHOW Final day for Progress Charts	26 8:00 HAIR SHOW 11:30 CULTURAL EXCHANGE 1:00 STUDENT EXCHANGE	27 Last Day!! CLEAN UP CLASSROOM AND MOVE TO LEVEL 51 B	FINALS ARE SUBJECT TO CHANGE <div>2004</div>

Section Four
Course Homework Assignments

51 A HOMEWORK ASSIGNMENT
DAY CLASS SCHEDULE

MILADY'S STANDARD COSMETOLOGY TEXTBOOK
READ and ANSWER ALL OF THE QUESTIONS AT THE
END OF EACH CHAPTER.

MILADY' STANDARD COSMETOLOGY THEORY
WORKBOOK

READ & COMPLETE EACH CHAPTER

Due Week 5

- CHAPTER 1 HISTORY & OPPORTUNITIES
- CHAPTER 2 LIFE SKILLS
- CHAPTER 3 PROFESSIONAL IMAGE
- CHAPTER 4 COMMUNICATING FOR SUCCESS
- CHAPTER 5 INFECTION CONTROL
- CHAPTER 8 PROPERTIES OF HAIR & SCALP
- CHAPTER 9 PRINCIPLES OF HAIR DESIGN
- CHAPTER 10 SHAMPOOING & CONDITIONING
- CHAPTER 11 HAIRCUTTING

Due Week 8

- CHAPTER 12 HAIRSTYLING
- CHAPTER 15 CHEMICAL TEXTURE SERVICES
(permanent waving section only)
- CHAPTER 16 HAIRCOLOR
- CHAPTER 19 FACIALS
- CHAPTER 20 MAKE-UP
- CHAPTER 22 MANICURING & PEDICURING

FRESHMAN LEVEL 51 A NOTEBOOK CHECK LIST

INSTRUCTIONS:

ORGANIZE TWO-INCH BINDER NOTEBOOK WITH ALL OF THE ITEMS LISTED BELOW. LABEL UNDER CORRECT SUBJECT; HAIR, SKIN, OR NAILS. ORGANIZE UNDER THEORY OR PRACTICAL SUBJECTS.

DIVIDER EXAMPLES:

- HAIR: DIVIDER SHOULD CONTAIN ALL MANICURE AND PEDICURE NOTES.
- SKIN: DIVIDER SHOULD CONTAIN ALL MAKEUP, EYEBROW ARCH NOTES.
- NAILS: DIVIDER SHOULD CONTAIN ALL HAIR DESIGN NOTES.

YOU WILL BE GRADED ON:

1. ORGANIZATION
2. NEATNESS
3. ALL LISTED ITEMS
4. CONSISTANT LECTURE NOTES

REMEMBER THIS IS YOUR NOTEBOOK. YOU WILL HOPEFULLY USE THIS AS THE BEGINNING OF COLLECTING FURTHER KNOWLEDGE AND INFORMATION TO REFER TO. FEEL FREE TO ADD EXTRA IMPORTANT MATERIAL THAT PERTAINS TO COSMETOLOGY.

THIS PAGE SHOULD BE FIRST PAGE IN NOTEBOOK

- ☐ SYLLABUS, THEORY & PRACTICAL CALENDAR
- ☐ PERFORMANCE CRITERIA
- ☐ COSMETOLOGY RULES & REGULATIONS MANUAL
- ☐ COSMETOLOGY ACTS MANUAL
- ☐ HAIR SCULPTURE PORTFOLIO
- ☐ HAIRCOLOR CHARTS & COLOR WHEEL
- ☐ RESOURCE BOOK
- ☐ ALL THEORY NOTES
- ☐ ALL PRACTICAL NOTES
- ☐ CLASS HAND – OUTS
- ☐ PERTINENT MATERIALS ON HAIR, SKIN, OR NAILS

LEVEL 51 A PROGRESS CHART

NAME: _____ DATE: _____ Student # _____

GRADING METHOD:	COMPLETE	A	GRADE
	MINUS 1	B	
	MINUS 2	C	
	MINUS 3	D	

portfolio, notebook, hairshow finals: fingerwave, haircolor, manicure

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HAIRCUTTING (10)

LINE WORKSHOP

SOLID FORM/HORIZONTAL(2)

DIAGONAL LEFT& RIGHT (2)

INCREASE LAYERING (H)

INCREASE LAYERING (V)

GRADUATED LOW

UNIFORM LAYERING

HAIRCUT FINAL:

PERMS (13)

STRAIGHTBACK(6)

DOUBLE HALO(2)

SINGLE HALO(2)

PIGGYBACK(1)

MANNEQUIN P/W:

MODEL P/W FINAL:

DISINFECTION (14)

FINGERWAVES (14)

SCALP TREATMENT (4)

(1)	(2)	(3)	(4)
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THERMAL HAIRSTYLING (12)

PRESS AND CURL

(1)	(1)
-----	-----

AIRFORMING WITH BRUSH

(1)	(2)	(3)	(4)	(5)
-----	-----	-----	-----	-----

ELECTRIC MARCEL IRON

(1)	(2)	(3)	(4)	(5)
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UPON COMPLETION OF PRACTICAL OPERATIONS TIMECARD AND PROGRESS CHART WILL BE SIGNED FOR CREDIT BY INSTRUCTOR AND A GRADE WILL BE GIVEN.

MANNEQUIN HEADS MUST BE WET DOWN AND/OR BRUSHED OUT AFTER CREDIT IS GIVEN ON TIMECARD.

HAIRCOLORING (13)

- | | |
|-----|-------------------------|
| 1. | COLOR WHEEL |
| 2. | TEMPORARY RINSE |
| 3. | PREDISPOSITION TEST |
| 4. | SEMI -PERMANENT |
| 5. | TINT TO DARKEN |
| 6. | TINT TO LIGHTEN |
| 7. | TINT RETOUCH TO DARKEN |
| 8. | TINT RETOUCH TO LIGHTEN |
| 9. | TINT BACK TO NATURAL |
| 10. | VIRGIN BLEACH |
| 11. | TONER |
| 12. | BLEACH TOUCH UP |

TINT MANNEQUIN FINAL:**HAIRSTYLING (40) one signature for each dollhead styling & comb-out**

- | | |
|----|--|
| 1. | OBLONG SCALING (4) |
| 2. | ALTERNATING OBLONGS (GAYLE)(4) |
| 3. | COMBINATION WAVES AND FLAT PINCURLS (GEORGINA) (4) |
| 4a | TOP TRIANGLE BASE W/ VOLUME STAND UP PINCURLS (4) |
| 4b | SIDES W/VERTICAL & ALTERNATING SKIPWAVES (4) |
| 5. | DIRECTIONALAIRFORM w/ INDENTATION(ANA) (4) |
| 6. | RECTANGLE/STRAIGHT VOLUME WITH ROLLERS (JANINE) (4) |
| 7. | HALF CIRCLE TOP/SIDES WITH ROLLERS BRICKLAY BACK (4) |
| 8. | EXPANDED CIRCLES, BRICKLAY BACK&1/2 (ELENA) (4) |
| 9. | CONE ROLLERS/HALF CIRCLE TOP AND SIDES W/STYLE (4) |

HAIRSTYLING INSTRUCTIONS:

- UPON COMPLETION OF FIRST OF SETTING MANNEQUIN, TIMECARD ONLY WILL BE SIGNED FOR PRACTICAL CREDIT AND WILL BE GRADED.**
- UPON COMPLETION OF FIRST OF STYLING/COMB OUT OF MANNEQUIN, TIMECARD AND PROGRESS CHART WILL BE SIGNED FOR PRACTICAL CREDIT AND WILL BE GRADED.**

NAILS (4)

PLAIN MANICURE (1)	PLAIN MANICURE (1)
OIL MANICURE	PEDICURE
(1)	(1)

FACIALS (7)

PLAIN FACIAL	SCRUB/MASK
(1)	(1)
(1)	(1)

EYEBROW ARCH MAKE UP: STATE BOARD EVENING

(1)	(1)	(1)
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BORROWED DOLLHEADS: (Dollhead # ,Date & Inst.Signature)

ASSESSMENT BAR FORMAT: FILL IN THE CORRECT DESCRIPTION

FORM: GEOMETRIC SHAPES.

1. OVAL: _____
2. TRIANGLE: _____
3. CIRCLE: _____
4. SQUARE: _____

STRUCTURE: _____

DESIGN PRINCIPLES:

1. REPETITION: _____
2. DOMINANCE: _____
3. ALTERNATION: _____
4. PROGRESSION: _____
5. BALANCE: _____
6. DISCORD: _____
7. CONTRAST: _____

TEXTURE:

1. _____
2. _____
3. _____

FORM AND COLOR CODE:

1. _____
2. _____
3. _____
4. _____

SECTION: _____

HEAD POSITION: _____

PARTING: _____

DISTRIBUTION: _____

PROJECTION: _____

FINGER POSITION: _____

DESIGN LINE: _____

SAFETY: _____

Section Five
Course Projects

PERSONAL PICTURE PORTFOLIO

HOME WORK ASSIGNMENT: OBSERVATION SKILLS

Classification of form:

Create a picture portfolio utilizing the information you have learned.

This will be an on-going assignment utilizing **form, texture, structure and color code**, you are the creator.

Check notes on Assessment Bar information and Pivot Point Hair Sculpture Workbook.

The pictures can be cut from magazines, or from personal photo albums, personal photos must be large enough to show the **face and hairstyle only**.

Students are graded on creativity, accuracy and format.

Mount **seven (7) pictures** for each form line. Name the shapes of the hair designs. Turn in **twenty eight (28) pictures** for portfolio associated with form (7 pictures of each form, examples below).

Example for the four forms and structure:

- a. **Curvilinear** - having approximately equal length and width around the head.
- b. **Prolate** – having more length than width.
- c. **Oblate** – has more width than length.
- d. **Rectilinear** – has height and bounded by, straight lines.

Is it square, round, oblong or triangular?

Using the same pictures, analyze each pictures hair texture **activated or unactivated** and state each.

List the four basic forms of haircutting relating to the portfolio that has been created and color code each.

Examples for the four basic forms and color code:

- a. **Solid form** – Blue color code
- b. **Graduated form** – Yellow color code
- c. **Increased layer form** – Red color code
- d. **Uniform layer form** – Green color code

Turn in the completed portfolio to Mrs. Lopez, 4th week for day class and 6th week for evening class.

Enjoy your personal portfolio; knowledge is power and you are on the cutting edge of success!!!

HAIR SHOW PROJECT INFORMATION

HAIR SHOW:

1. CREATE HAIRSTYLE ON MANNEQUIN FOR FINAL EXAM
2. FINAL EXAM CONSISTS OF HAIRSTYLE WITH PIVOT POINT COMPONENTS LEARNED IN CLASS.
3. DRAW A DIAGRAM OF WET SET.
4. PICK A THEME: EXAMPLE: 20'S FLAPPER ERA, 50' ROCK'N ROLL PERIOD, MOVIE CHARACTER, ETC.
5. PICTURE BOOK AVAILABLE FOR IDEAS FROM PREVIOUS STUDENTS WORK.
6. GRADING CRITERIA BASED ON:
 - A. CREATIVITY
 - B. FORM
 - C. BALANCE
 - D. DETAIL
 - E. FINISHED LOOK
 - F. MAKE-UP
 - G. THEME LAY-OUT
7. HEAD PIECES MUST NOT COVER MORE THAN 1/3 OF THE HAIRSTYLE.
8. FURTHER INSTRUCTIONS WILL BE GIVEN PRIOR TO SHOW.

SCHEDULE:

DAY ONE

1. 8:00 A. M. BEGIN PREPARATIONS FOR WET SET ETC. MUST BE COMPLETED AND GRADED BY 4:00 P.M.
2. DIAGRAM MUST BE COMPLETED AND TURNED IN TO INSTRUCTOR WITH WET SET FOR GRADE.
3. STUDENT MAY WORK ON MAKE UP APPLICATION ON MANNEQUIN.
4. STUDENT MAY WORK ON TABLE BACKGROUND FOR THEME.

DAY TWO

5. 8:00 A.M. COMB-OUT STYLING AND THEME SET UP. MUST BE COMPLETED BY 11:15 A.M. FOR JUDGING.
6. DISPLAY MANNEQUINS FACING DOORWAY.
7. JUDGING WILL TAKE PLACE AT 11:30 A.M.
8. FINAL SELECTIONS WILL BE ANNOUNCED AT 1:00 P.M.

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